

Modernizing the Epic

Making the classics applicable to students and
their lives

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A unit plan based on the novel *Oh, My. Gods.* by Tera Lynn Childs and *The Lightning Thief* by Rick Riordan. For use in 10th grade English Language Arts.

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Rationale

The purpose of this unit is to have students find relevance in classic mythology and how the myths relate to their lives. Classical mythology was written centuries ago and contains vocabulary, word order, and conventions which students might not be familiar with or find daunting, though elements from classical mythology persist in modern day. Through the activities and discussions in this unit students will explore and discover that the concepts from the classical era (i.e. heroic epic cycle) still appear in media today. This lesson was designed to be cross-curricular. Ideally, history and language arts teachers would collaborate so Modernizing the Epic lessons could coincide with ancient history and culture studies.

At the onset, students will learn about the heroic epic cycle. Students will read selections from classic literature such as Plutarch's *Lives*, Ovid's *Metamorphoses*, and Homer's *Odyssey* to see the heroic epic cycle in its original form, but they will apply this knowledge when they analyze young adult literature, modern movies, and music to identify where elements of the cycle occur in modern media. I chose the Theseus and Demeter myths, because they briefly cover every element of the heroic epic cycle.

Continuing with the theme students will learn a variety of different archetypes commonly found in myth as well as modern texts. Over the course of the unit students will be asked to demonstrate their knowledge by identifying archetypes, describing characteristics associated with each, and listing examples. In different settings (small-group and whole-group) students will discuss how these archetypes are still applicable today. One way students may analyze archetypes is through their individual reading and small group collaborations.

Students will be provided with two options of young adult literature: *Oh.My.Gods.* or *The Lightning Thief*. Students will choose one to read individually, but discuss and collaborate for the final project in groups. I chose these two novels because both contain elements of the heroic epic cycle, archetypes, and modern content with roots in classical mythology. The same objectives are met in each book and give students some autonomy in their learning. I also wanted to make sure I had a male protagonist and a female protagonist. The selected novels fulfill that goal. Aside from discussions, students will demonstrate their comprehension through assignments and the culminating project.

Daily lessons will reinforce the main goals of the unit and concepts taught throughout. The music video students create in groups is the culminating project. Students have to select a modern day song that is content rich and makes sense with the novel they are portraying. If the original lyrics are not appropriate for the book, students may re-write the lyrics or compose an original song. This component of the project demonstrates students understanding of the novel and the main goals of the unit. I thought it would be best for students to be active participants

than take a cumulative exit exam because unlike a paper and pencil test, creating a music video allows students total freedom to define what modernizing the epic looks like to them.

Goals and Objectives

Goal #1 Students will understand how the epic relates to modern day society.

- Objectives 1.1 SWBAT identify elements of the heroic epic cycle
- 1.2 SWBAT compare elements of the heroic epic cycle with examples from movies and text
- 1.3 SWBAT discuss elements of the heroic epic cycle and mythology and relate them to movies, poetry, literature, and their lives.
- 1.4 SWBAT list archetypes and describe traits associated with various archetypes

Goal #2 Students will collaborate to improve understanding.

- Objectives 2.1 SWBAT ask questions to repair comprehension when self-monitoring indicates confusion
- 2.2 SWBAT discuss assigned reading in one-on-one, small-group, and whole-group discussions
- 2.3. SWBAT blend ideas with group members with the music video project
- 2.4 SWBAT evaluate peer's writing and ability to work as a team

Goal #3 Students will analyze a variety of grade-appropriate texts.

- Objectives 3.1 SWBAT infer author's purpose, the next events to take place, character's feelings, etc. in text and artwork
- 3.2 SWBAT analyze classic literature, art, and poetry by looking at structure, literary devices, purpose, etc.

Goal #4 Students will produce a culminating project.

Objectives 4.1 SWBAT create a music video using iMove, Movie Maker, or Photostory

4.2 SWBAT choose an appropriate song to use as the theme of the music video or compose a song (pre-existing or original) that appropriately fits the theme of their video.

4.3 SWBAT

Grade Distribution for the Unit

10% Attendance and participation

10% Reading quizzes

10% Homework

15% In-class assignments

10% Final draft poems (with process writing)

10% Literature circle accountability (assorted roles worksheets)

25% Music video project

10% Teamwork grade (group member's evaluation for music video project)

A: 90-100

B: 80-89

C: 70-79

D: 60-69

F: Below 59

Texts Used in the Unit

TEXTS

Music

- “Circle of Life” from Disney’s Lion King soundtrack
- “1000 Ships” by Rachel Platten
- “A Star is Born” from Disney Hercule’s soundtrack
- “Penelope’s Song” by Loreena McKinnett

Books

- *Mythlopedia: All in the Family* by
- Class set of *Lives* by Plutarch
- Class set of *Metamorphoses* by Ovid
- Class set of *The Odyssey* by Homer

Film Clips

- *Immortals* trailer

Poetry

- “Penelope Says” by Katerina Anghelaki-Rooke
- “Like the very gods in my sight is he” by Sapphos
- “Some there are who say that the fairest thing seen” by Sapphos
- “The Landscape with the Fall of Icarus by William Carlos Williams

Art

- “The Rape of Proserpina” by Gian Lorenzo Bernini
- “The Rape of Persephone” by James Childs
- “The Rape of Persephone” by Rupert Bunny
- “The Landscape with the Fall of Icarus” by Pieter Brueghel

Young Adult Literature

- *Oh.My.Gods.* by Tera Lynn Childs
- *The Lightning Thief* by Rick Riordan

Materials

- Extra paper
- Extra writing utensils
- Dry erase board or equivalent
- Working dry erase markers
- Class computer(s)
- Internet access
- Doc cam or equivalent
- Projector
- The Mnemonicizer
- Class set of dictionaries
- Class e-mail accounts
- Ball of yarn
- Class set of Play Dough
- 1 Digital Camera
- Index cards
- Class set of microphones/headsets
- 6 video cameras
- Tapes for video cameras

- **Common Core Standards**

Reading Standards for Literature Grades 9-10

1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*).
9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
10. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.

Reading Standards for Information Texts Grades 9-10

5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

Writing Standards Grades 9-10

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - a. Apply *grades 9–10 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare

treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).

10. 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening Standards for Grades 9-10

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.
 - a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
 - c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
 - d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Language Standards Grades 9-10

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Use parallel structure.*
 - b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
 - b. Use a colon to introduce a list or quotation.
 - c. Spell correctly.
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
 - c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology
6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Language Progressive Skills Standards Grades 9-10

L.3.3a. Choose words and phrases for effect.

L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

L.4.1g. Correctly use frequently confused words (e.g., *to/too/two; there/their*).

L.4.3b. Choose punctuation for effect.

L.6.3a. Vary sentence patterns for meaning, reader/listener interest, and style.‡

L.6.3b. Maintain consistency in style and tone.

L.9–10.1a. Use parallel structure.

Teaching Strategies (50 minute lessons)

WEEK 1

Day 1: Introduction (Monday)

5 minutes:

Anticipatory Set: play the opening music to the Lion King. Take attendance while students listen. Stop when you feel sufficient time has passed then ask class *what does the Lion King have to do with the Greek Myth?* Discuss relevance of learning about the epic. It's a universal theme found in many stories and references are made based on mythology.

20 minutes:

Teacher presents the Heroic Epic Cycle Power Point to teach students the elements of the hero epic cycle. It compares the Lion King to each element, answering the rhetorical question posed at the beginning of class. Teacher answers student questions as needed. Teacher passes out the Hero Epic Cycle worksheet (See Appendix A).

15 minutes:

Teacher reviews the Hero Epic Cycle worksheet with class. Tell students to hold onto worksheet because they will use it in weeks to come. Using this worksheet, ask students to brainstorm other movies/texts that contain the hero epic cycle.

7 minutes:

Write examples students come up with on board underneath headings *Special Abilities*, *Call to Action*, *Tests*, *Mythical Beings/Human Helpers*, etc. If students need some help brainstorming you may suggest Harry Potter, Mulan, the Matrix, etc. Examples should be each character's special ability, what spurred them to act, names/kinds of mythical beings in their stories, etc.

3 minutes:

Closure: Exit slip. Ask students to get out a piece of paper. On the front students write down the elements of the Heroic Epic Cycle (without looking at the worksheet) and on the back they ask any questions they have (at least one.) Teacher collects exit slips.

Homework: None

Day 2: Oral Tradition (Tuesday)

5 minutes:

Attendance/Housekeeping

2 minutes:

Anticipatory Set: write *Mythology* on the board. Ask students to pull out a piece of paper and at the top left hand corner of their paper write a number from the comprehension scale (0-5) that depicts their understanding of mnemonic devices at this point. Students will list as many words

and phrases that come to mind when they hear the word *Mythology*. Students should work individually. They will collaborate shortly.

10 minutes:

Students get into small groups (3-5 people) and compare the lists they came up with. One person in the group compiles a new, group list by organizing the words and phrases into similar categories. Students must talk to each other to flesh out ideas and explain their rationale for grouping the words and phrases in the way they chose.

5 minutes:

In groups, students come up with labels for the categories they have created and must justify their decisions. Students should try to creatively name the categories before they re-arrange them. They put the words in those categories for a reason.

10 minutes:

Engage in whole-class discussion. Call on students from different groups to share what their group came up with. Create a comprehensive list-label-group diagram on the board. (It may be valuable to color code the different words/groups, especially if there's cross-over between groups.)

5 minutes:

Transition discussion from what students came up with to talking about how the epic was an oral tradition. This will change based on student answers, but some possible questions to change gears are *what is the difference between literate and oral tradition? Our stories come to us from written texts, but stories used to be passed down by word of mouth. What problems do you see with this system? What are some ways to remember the details in a lengthy story?* Discuss these answers and how mnemonic devices were and are beneficial.

10 minutes:

The teacher will guide students in a whole group activity. The teacher navigates the Mnemonicizer website, choosing words from the drop down menu that students suggest as the class comes up with their own example of a mnemonic device for well known story, such as Cinderella.

In the event of technical difficulties this activity can be done on the board. Talk about how students already use mnemonic devices (i.e. Please Excuse My Dear Aunt Sally; My Very Eager Mother Just Served Us Nine Pies, etc.) and teacher asks students to verbally brainstorm possible words to use to remember parts of a well known story. The teacher is the ultimate judge and writes down appropriate words on the board to diagram the class' mnemonic device.

3 minutes:

Teacher calls on students to explain how mnemonic devices helped story tellers remember the details of tales they shared verbally. Closure: students write down their level of comprehension in top right hand corner of their individual work to show their comprehension of mnemonic devices now. Teacher collects all work as students exit.

Homework: None

Day 3: You Said What? (Wednesday)

7 minutes:

Attendance/Housekeeping. Teacher presents students with two options for their individual reading for the unit: *Oh, My, Gods* and *The Lightning Thief*. Provide a brief overview of each book and pass around a signup sheet (See Appendix B.) Inform students to sign up for the book that interests them. The teacher will use the signup sheets to assign students to groups, so they should sign up for what interests them, not their friends.

5 minutes:

Anticipatory Set: display pages 28-29 of *Mythlopedia: All in the Family* on doc cam or equivalent. Call on students to read each blurb. Once finished call on students to share what they know about the Trojan War or what they can gather from the imagery and the text.

5 minutes:

Teacher asks students what the Trojan War has to do with *The Odyssey* and builds on student answers. Be sure students know that Odysseus (Ulysses), the main character of *The Odyssey*, was called away from home to fight in the Trojan War. He was well known for his cleverness. In fact, the Trojan Horse was his idea and ended the war. However, he angered the goddess Athena with his cunningness and through different trials was delayed an additional 10 years. *The Odyssey* begins at the end of the Trojan War.

3 minutes:

Teacher asks students to skim/read *The Odyssey*. On a piece of paper they should write down a minimum of five words they don't know and/or phrasing that sounds weird to them (this does not include names.)

3 minutes:

Teacher calls the class back together and asks for students to share some of their examples. While students should determine their level of comprehension, the teacher should know definitions to words and phrases students are likely to not know the meaning of (i.e. folly, damask, insolence, forthwith, lyre, wither, pomp, barrow, cloisters etc.) If students claim they know all of the words the teacher can call on students to define words on the list.

5 minutes:

When students come to a word they do not know, teacher emphasizes using dictionaries. When students read on their own they need to look up words they do not know, write them down, or circle them in the text so they may refer back to them. Looking up unfamiliar words builds vocabulary and improves their comprehension. Teacher calls on students and asks them questions intended to be a review: *What is a guide word? Where are guide words found? Besides a definition, what other information do dictionaries contain? How would a synonym help you determine a word's meaning? What is an antonym? What does etymology mean?* Students use

dictionaries on their desks to look up definitions for the words they wrote down on their paper and add the definitions.

17 minutes:

Teacher calls class back together and asks students to share phrases they struggled to understand (i.e. to put heart into, sea-girt island, bear you witness, rapt in silence, shewed as much respect to her, etc.) Before teacher explains the phrase, she should ask if any students know the meaning of the phrase or looked up one of the words in the phrase and would like to venture a guess. After students/teacher have explained several odd phrases (students should write down answers to phrases as they're discussed) teacher should talk about the word order that may seem out of place. Teacher writes "The suitors then returned to their singing and dancing until the evening; but when night fell upon their pleasuring they went home to bed each in his own abode" on the board and asks the following of students: *What are the subjects of this sentence? What are the verbs? What does bed mean in this case? Etc.* until the entire sentence is diagrammed. Discuss with students why the word order seemed more peculiar after the semi-colon and tell them to diagram sentences they have trouble comprehending at first, using the dictionary to define words they don't know the meaning of. Students diagram a sentence, using a phrase that they still don't know. Teacher circulates to answer questions and make sure students are on task.

5 minutes:

Closure: teacher calls on students and asks them ways in which they can check comprehension when they are confused. Possible answers include reread, use context clues, refer to a dictionary, and diagram sentences to make sense of confusing word order. Students hold onto their papers because they may be used tomorrow.

Homework: Define any words/phrases left undefined. Due next class (Thursday.)

Day 4: Odyssey in a day (Thursday)

5 minutes:

Attendance/Housekeeping. Display list of reading groups and inform students to which group they belong.

5 minutes:

Anticipatory Set: play clip of "1000 Ships" by Rachel Platten. Verbally ask students *what does this clip make allusions to? How did what they already knew about myth help them reach these conclusions? What context clues did they use to make inferences?*

5 minutes:

Segue discussion into the book-in-a-day activity. Explain that students will read an assigned excerpt, summarize the content using context clues, background knowledge, and inferences. Beside their summary, students should draw a picture that corresponds with the main idea/event of their passage.

10 minutes:

Students will get into pairs and teacher will tell them what portion of *The Odyssey* they are responsible for reading. Students will use this time to read as the teacher circulates to monitor and assist. The volume level should be relatively low. Students should be reading and writing down words/phrases to look up on their paper from yesterday.

5 minutes:

Teacher gives a verbal cue that students should begin summarizing and drawing a picture. Students may collaborate with their partner and discuss to flesh out their ideas. Teacher is still circulating.

20 minutes:

Teacher calls class back together and has students pull out the Heroic Epic Cycle handout. As students share their summarizations students need to fill in the chart appropriately. All the groups share in sequential order. Students check their inferences based on what groups before them share.

Homework: Teacher e-mails students from each class access to their class' Google Doc for The Odyssey: Book in a Day X Period. (Students already have set up school/class e-mail accounts and are familiar with Google Docs. Teacher has a comprehensive list of e-mail account names so she knows who submitted what.) Students from each group are responsible for adding either their pair's summary or an image that corresponds. The image may be a picture or clipart. Due next class (Friday.)

Day 5: Archetypes (Friday)

2 minutes:

Attendance/Housekeeping

5 minutes:

Anticipatory Set: Go over visual aide archetype chart (See Appendix C.)

20 minutes:

Teacher presents Power Point presentation outlining different archetypes (i.e. mother, temptress, hero, anti-hero, sage, outcast, and trickster/villain) symbols that represent each, and examples from classic and modern texts/movies. Students take notes. Answer student questions as necessary.

10 minutes:

Students get into groups. Teacher gives each group a packet of different contemporary and classic characters. See Appendix D for pre-made slips to include in packets. It is their job to decide what archetype characters in their packet fulfill and describe their rationale.

10 minutes:

Call class back together and discuss conclusions students reached. Some possible questions to use are: *What was difficult about assigning characters to an archetype? Could some characters*

fit several different archetypes? What characteristics or evidence made those characters able to function as either archetype?

3 minutes:

Closure: Call on several students to list the different archetypes, briefly describe the characteristics of those archetypes, and/or summarize their understanding of archetypes.

Homework: Get copy of *Oh.My.Gods.* or *The Lightning Thief* ASAP.

WEEK 2

Day 6: Hercules, Hercules! (Monday)

2 minutes:

Play "A Star is Born." Take attendance while students listen.

15 minutes:

Teacher presents Power Point presentation summarizing Hercules myth (Parentage, irony that Hera despised him and he was named after her, early life, Hera makes him go crazy, kills family, performs 12 labors to be cleansed, remarries, Deianeira is tricked by centaur, death by shirt, ending with how Zeus made a Hercules constellation.)

7 minutes:

Use Hercules constellation to transition talk. Ask students to verbally list any names of constellations they know. *What is the story is associated with X constellation?* Discuss how the ancient Greeks associated creation myths with constellations, trying to account for phenomenon they did not understand. Inform students that they will be writing their own creation myths and drawing constellations that correspond.

26 minutes:

Teacher passes out Constellation Myth worksheet (See Appendix E) for students to fill out as they research and use as a guide to write their myth stories. On a separate piece of paper students must include a picture (sketch or clip art) and a star map (dots) of their constellation once they have their myth solidified. Students use the worksheet to brainstorm and organize their ideas before they begin writing. Students may use class computers individually to refer to some myth stories found at The Constellations. Each student is limited to five minutes researching before they must return to their desk and begin writing their creation story, to allow everyone an opportunity to use the computer(s). The teacher will be circulating the classroom, monitoring students seated at their desks as well as the computers, and answering questions as needed.

Homework: Myth rough draft (the Constellation Myth worksheet) due next class (Tuesday.) Get copy of assigned reading *Oh.My.Gods.* by Tera Lynn Childs or *The Lightning Thief* by Rick Riordan ASAP.

Day 7: Theseus (Tuesday)

5 minutes:

Attendance/Housekeeping. Collect student homework and use this time to answer any questions students have about their creation myth stories. Review the Constellation Myth Checklist (See Appendix F.) The first draft is due the following class period.

3 minutes:

Anticipatory Set: play *Immortals* trailer. If district does not allow YouTube or thinks the trailer is inappropriate use this as an alternate. Bring in a ball of yarn and ask student at beginning of the row to hold one end. The teacher unwinds the yarn and winds between the student's desks as she tells the story of Theseus and the labyrinth. Talk about how Theseus bravely agreed to be one of the youth sacrifices and agreed to marry Ariadne if she helped him escape the labyrinth. She gave him a ball of thread and told him to unwind it as he went. When the Minotaur was slain he could follow the path and find his way out.

7 minutes:

Students draw what portion of the text they're responsible for reading (i.e. I, II, III, etc. all the way up to XXXV. Smaller portions will be grouped together so one student may have to read III & IV while another only has to read XXXV. It might be a good idea to include roman and numeric number on each slip. See Appendix G for premade slips and groupings) As students choose their "fate" the teacher should explain some content students will come across that might be confusing. For instance the rape of Helen refers to her abduction, not our modern day understanding of the word. Students will read individually.

7 minutes:

Once time has elapsed they will get into groups based on the group breakdown list provided in Appendix G. They will tell their group members their summarization of their section in chronological order. Group members may ask questions to clarify. Once all members have shared with their sections they will come up with a skit to perform for the class depicting the events from their sections. Teacher may want to indicate to class when they should move from summarizing to planning their skit. Teacher should stress that these skits need to be appropriate. There can be a narrator and actors without speaking roles, but everyone has to be involved. The teacher circulates the classroom checking for student comprehension by listening to conversation, making sure students are on task, and answering questions as needed.

25 minutes:

Going in group order, students perform their skits to the class. Teacher assesses using Theseus Skit Checklist (See Appendix H.)

3 minutes:

Teacher calls on students to answer questions about parts of Theseus' story that she believes students didn't fully demonstrate their understanding to check for comprehension. Questions may include: *Why did Medea dislike Theseus? Why did Lycomedes feel threatened by Theseus?*

Homework: Creation myth story and picture of corresponding constellation due the following day the class meets (Wednesday.) Get copy of assigned reading *Oh.My.Gods.* by Tera Lynn Childs or *The Lightning Thief* by Rick Riordan ASAP.

Day 8: Demeter (Wednesday)

2 minutes:

Attendance/Housekeeping

5 minutes:

Anticipatory Set: teacher asks students to summarize what they know about the goddess Demeter. Teacher restates student answers. If students don't have prior knowledge about Demeter (and even if they do,) display Demeter poster (See Appendix I) on doc cam and ask students to make inferences based on what they see.

38 minutes:

Read selections from Book V of Ovid's *Metamorphoses* out loud in class. Pause periodically to ask clarification questions such as *Summarize the story thus far. To be sure we're all on the same page, restate what event just took place.* As the class discusses some questions you may want to consider are: *What are some similarities between Demeter and Theseus' myth? What are some differences? What elements of the heroic epic cycle do you see in Demeter's myth? What is Demeter's archetype? What is Persephone's archetype?*

5 minutes:

Teacher passes out Missing worksheet (See Appendix J) and review instructions with students to be sure they understand what they're supposed to do. Answer student questions.

Homework:

Complete Missing worksheet and turn in the next time class meets (Thursday.) Get copy of assigned reading *Oh.My.Gods.* by Tera Lynn Childs or *The Lightning Thief* by Rick Riordan ASAP.

Day 9: Art (Thursday)

2 minutes:

Attendance/Housekeeping. Teacher should preface the class by telling students that today the class will be viewing artwork and they will see some nudity. They should get the giggles out now so they can behave as young adults for the rest of the period.

5 minutes:

Anticipatory Set: Teacher displays front view picture of Bernini's Rape of Proserpina sculpture (See Appendix K) on doc cam or Power Point. Students journal about the artwork individually.

Students are asked to write their reactions. This may include inferences about what scene is taking place, the character's feelings based on what students see the atmosphere, etc.

5 minutes:

Class engages in whole-group discussion to share ideas. Teacher may ask questions like *what were your initial reactions to the artwork? What myth is Bernini depicting? What do the details in the sculpture reveal?*

5 minutes:

After the class has discussed their initial reactions and observations, the teacher should show a different angle(s) of the same sculpture (See Appendix K.) Without writing, students share their new thoughts and observations. Some leading questions may be *what does this new perspective reveal? How does it support or disprove your original thoughts/reactions?* The teacher may want to point out that Pluto's (Hades') fingers are digging into Proserpina's (Persephone's) skin. Talk about why that attention to detail is significant.

15 minutes:

Teacher displays other artwork (Childs and Bunny are artwork included in Appendices L and M, but this is up to the teacher's discretion) one at a time. Ask students to verbally share reactions to each piece of art. Some possible questions to guide the discussion include: *what is the effect between the lightness and darkness in each picture? How does Persephone's character vary from Childs depiction to Bunny's? How closely do these representations follow the myth? In what ways?*

3 minutes:

Teacher explains that each student will create a sculpture or two-dimensional picture depicting an appropriate image of Persephone's myth using Play Dough. The teacher will stress that students will lose all participation points for the day if the sculpt anything off task or inappropriate. Teacher distributes Play Dough. (Plan B) In the event that you don't have the materials or don't think your students will be up for the challenge let the students be the clay. Explain directions before breaking students into groups. In groups, (3-5 people) students get up and arrange themselves in a scene and freeze. Students will need to brainstorm events, discuss how to depict it, try it out, and settle on an arrangement. They may use props. Teacher circulates classroom to make sure students are on task and appropriate (same checklist applies) and groups will share their scenes. Both activities should take the same amount of time. If both activities are approved, teacher may set up two different "stations" and students can decide if they would rather sculpt or act.

10 minutes:

Students create their sculptures. Teacher circulates to make sure students are on task and check for comprehension by looking at student creations. Are the images depicting the myth accurately? Do students view Persephone's abduction as brutal or passive? Teacher checks off whether or not students will get points for the day using the attendance sheet or seating chart. After seven or so minutes, teacher calls on students to share their depiction. Teacher may take pictures of best sculptures, print out at a later time, and display in classroom.

5 minutes:

Students put Play Dough in their containers and teacher collects them. Teacher calls on a few students to summarize the day's lesson and answers questions as necessary.

Homework:

Get copy of assigned reading *Oh.My.Gods.* by Tera Lynn Childs or *The Lightning Thief* by Rick Riordan ASAP.

Day 10: Poetry (Speak to Me, oh Muses.) (Friday)

10 minutes:

Anticipatory Set: teacher passes out poetry packets (See Appendix N) to each student. Play "Penelope's Song" and take attendance while students listen/follow along. Call on students to summarize the song and describe why or why not is music poetry. Ask *how is the song arranged? What is the rhyme scheme?* If students do not use terms like stanza or meter in their explanations the teacher should briefly explain.

15 minutes:

Call on a student to read entire *Penelope Says* poem to class. Students should follow along in their packets. Teacher guides discussion. Starting at the beginning have students read a few lines at a time. Some possible questions to explore include: *why did the author include the Weissbort quote in her poem? What is the significance of using the quote at the beginning? Would it have been just as effective or more effective elsewhere in the poem? Why did the author say Penelope was writing instead of weaving? The poem is in blank verse, how is this effective? What kinds of literary devices does the author employ? What is the significance of including everyday events in the poem?* If students need more time to ponder the poem or for review at the end, the teacher should call on another student to read the poem in its entirety.

10 minutes:

Call on a student to read entire *Like the very gods in my sight is he* poem to class. Students should follow along in their packets. Teacher guides discussion. Starting at the beginning have students read a few lines at a time. Some possible questions to explore include: *what is the effect of one sentence spread between several lines? What is the tone of this poem? How does vocabulary effect the poem? What is the poem about?* If students need more time to ponder the poem or for review at the end, the teacher should call on another student to read the poem in its entirety.

10 minutes:

Before reading *Some there are who say that the fairest thing seen* the teacher may want to ask *This is the second poem we have read by this author. Why does he choose to capitalize only the first letter of his titles? Reading nothing else, what does this title suggest the poem will be about?* Teacher should call on a student to read the first stanza. Pause and ask *if you were to read this stanza alone, out of context, what would you believe this stanza was about?* Continue to call on students to read one stanza at a time. Students should follow along in their packets. Teacher guides discussion. Some possible questions to explore include: *What words stand out in the*

poem? What is the significance of these words? What role does vocabulary play in the poem? What is the poem about? How else could the poem be interpreted?

5 minutes:

Closure: Exit slip. Ask students to get out a piece of paper. On the front students write down the elements of the Heroic Epic Cycle and on the back they ask any questions they have (at least one.) Teacher collects exit slips.

Homework: Read Chapter 1-2 of *Oh.My.Gods*; Chapter 1-4 of *The Lightning Thief*. (Same page equivalency.) Inform students that there will be daily reading quizzes.

WEEK 3

Day 11 Introduce Literature Circles (Monday)

2 minutes:

Attendance/Housekeeping

5 minutes:

Ask students to clear their desks and pass out one index card per student. (Hint: use two different colored index cards and assign each novel a color. Give students corresponding color index card and this will make sorting/grading easier.) Teacher displays reading quiz questions (See Appendix O) on doc cam. Students write their names on the index cards and number their answers. Teacher collects cards when students have finished.

15 minutes:

Teacher introduces the literature circle to the class. There are six different roles students will fulfill over the next week. Teacher reviews the jobs assigned to each role. See Appendix P for worksheets to give each student and more information about each role. Teacher answers student questions about literature circles.

23 minutes:

Students break up into their assigned groups and pick what role they want to start with. Teacher distributes one set of worksheets to each group. Each student reviews the assigned reading and pulls what information out of it that satisfies their role. Teacher will need to assist groups with less than 6 people and tell them what roles to combine or not to use. Teacher circulates the class to make sure students are on task, answer questions, and assist as needed.

5 minutes:

Teacher instructs students to pass their job to the next person. Jobs are passed to the left and received from the right. In other words, you give your job to the person sitting to your left in the circle and you receive the job of the person who sits to your right. Teacher makes sure students understand that they are to perform their new role tonight, not the one that they did in class. Teacher collects worksheets from students and distributes a new set of same worksheets for

student's homework that night. Closure: In whole-group, teacher clarifies any last minute questions. Last minute of class, students put desks back into original layout.

Homework: Read *OMG* Chapter 3 or *LT* Chapter 5-6.

Day 12: Poetry Recap (Tuesday)

Before class:

Arrange desks in group layout. Put diagram of layout on the board (See Appendix Q for examples.) As students come in, instruct them which group is where and to refer to the board to see which seat is theirs.

2 minutes:

Attendance/Housekeeping.

5 minutes:

Ask students to clear their desks and pass out one index card per student. Teacher displays reading quiz questions (See Appendix O) on doc cam. Students write their names on the index cards and number their answers. Teacher collects cards when students have finished.

20 minutes:

Teacher briefly informs students how to discuss within their literature circle. In groups, students take turns to share observations they made about the assigned reading through their role's perspective and discuss the combined impact. Teacher circulates to assist as needed and ensure students are on task. Teacher distributes one set of worksheets to each group (See Appendix P). Students make note of new role for homework that night. Teacher collects Lit Circle Role Sheets.

15 minutes:

Teacher passes out "Landscape with the Fall of Icarus" poem (See Appendix R) and calls on a student to read the entire poem. Class discusses poem. Teacher displays Pieter Brueghel's The Fall of Icarus painting via doc cam, internet, or Power Point (See Appendix S.) Some questions the teacher may consider asking: *what events are taking place in the picture? What is the focal point of the picture? What does the contrast between lightness and darkness represent in the painting? Why do you think Brueghel chose to downplay Icarus' death? How similar is this picture to the one William's poem described?* Class engages in whole-group discussion.

8 minutes:

Teacher briefly reviews elements of poetry: blank verse, meter, and word choice. Teacher goes over guidelines for poetry assignment. Students will need to find a piece of artwork (sculpture, painting, etc.) based on mythology and bring a picture of it in the next time class meets. Only the picture is due tomorrow. Writing will take place in class. For the assignment students will write a poem with a minimum of fourteen lines. Poems will be graded on artwork inspiration, line requirement, word choice, imagery, and poetic convention (using blank verse, meter, or rhyme scheme.)

Homework:

Read *OMG* Chapter 4 or *LT* Chapter 7-8

Day 13: Writing Process: Brainstorming and Drafting(Wednesday)

2 minutes:

Attendance/Housekeeping.

5 minutes:

Ask students to clear their desks and pass out one index card per student. (Hint: use two different colored index cards and assign each novel a color. Give students corresponding color index card and this will make sorting/grading easier.)Teacher displays reading quiz questions (See Appendix N) on doc cam. Students write their names on the index cards and number their answers. Teacher collects cards when students have finished.

20 minutes:

In groups, students take turns to share observations they made about the assigned reading through their role's perspective and discuss the combined impact. Teacher circulates to assist as needed and ensure students are on task. Teacher distributes one set of worksheets (See Appendix O) to each group. Students make note of new role for homework that night. Teacher collects previous night's Lit Circle Role Sheets.

12 minutes:

Teacher briefly reviews some brainstorming strategies students may use to pre-write. (1) Cubing: Considering their poem from six different angles. Describe the topic (what is it?), compare it (what is it like or unlike?), associate it (what does it make you think of?), analyze it (what constituent parts is it made of?), apply it (how can it be used?), and argue for and/or against it (how can you support or oppose it?). (2) Free writing: if you don't know what to write, just write until you narrow your thoughts. (3) Listing: Jot down a list of phrases or single words you will return to later. (4) Mapping: Jot down a list of phrases or single words you will return to later. Students brainstorm individually. Teacher circulates classroom to make sure students are on task and answer questions.

11 minutes:

Using ideas from their brainstorming, students begin drafting their poem. Teacher circulates classroom to make sure students are on task and answer questions. Using attendance or seating chart, teacher checks off whether students had pictures (counts for 5 points of daily points.) Teacher encourages students to use class time because drafts are due tomorrow and whatever is not completed in class must be done for homework. Teacher announces that students need to hold on to papers representing every step of the process. They will be collected together and all count towards students' final grades.

Homework:

Read *OMG* Chapter 5 or *LT* Chapter 9-10. Finish drafting poems.

Day 14: Writing Process: Editing and Revision (Thursday)

2 minutes:

Attendance/Housekeeping. Teacher announces that class will meet in the Media Center tomorrow.

5 minutes:

Ask students to clear their desks and pass out one index card per student. (Hint: use two different colored index cards and assign each novel a color. Give students corresponding color index card and this will make sorting/grading easier.) Teacher displays reading quiz questions (See Appendix O) on doc cam. Students write their names on the index cards and number their answers. Teacher collects cards when students have finished.

20 minutes:

In groups, students take turns to share observations they made about the assigned reading through their role's perspective and discuss the combined impact. Teacher circulates to assist as needed and ensure students are on task. Teacher distributes one set of worksheets to each group (See Appendix P.) Students make note of new role for homework that night. Teacher collects previous night's Lit Circle Role Sheets.

12 minutes:

Students get out the drafts of their poems. Teacher briefly reviews constructive peer grading. Teacher explains peer review sheet. Teacher distributes peer review sheet. Students exchange poems with a neighbor and evaluate, filling out all fields on the peer review sheet.

11 minutes:

Reviewing comments made by a peer, students revise poetry, individually. Teacher circulates to make sure students are on task and answer questions as needed. Teacher reminds students they are responsible for holding onto brainstorming, draft, evaluation, and revision papers. They will all be collected at the end and go towards students' final grade for the poetry assignment.

Homework:

Read *OMG* Chapter 6 or *LT* Chapter 11-12. Finish revising poetry.

Day 15: Writing Process: Final Draft (Friday)

*Class meets in the Media Center this day.

2 minutes:

Students sit in their groups at tables in Media Center. Attendance/Housekeeping.

5 minutes:

Ask students to clear their desks and pass out one index card per student. (Hint: use two different colored index cards and assign each novel a color. Give students corresponding color index card and this will make sorting/grading easier.) Teacher displays reading quiz questions (See

Appendix O) on doc cam. Students write their names on the index cards and number their answers. Teacher collects cards when students have finished.

20 minutes:

In groups, students take turns to share observations they made about the assigned reading through their role's perspective and discuss the combined impact. Teacher circulates to assist as needed and ensure students are on task. Teacher distributes one set of worksheets (See Appendix P) to each group. Students make note of new role for homework that night. Teacher collects previous night's Lit Circle Role Sheets.

23 minutes:

Students move to computers and write their final draft. Students print out their final copies, staple to other poetry work and turn in at end of class. If students finish early they may begin their assigned reading back at tables.

Homework:

Read *OMG* Chapter 7-8 or *LT* Chapter 13-16.

WEEK 4

Day 16: It Came from Myth (Monday)

2 minutes:

Attendance/Housekeeping

5 minutes:

Ask students to clear their desks and pass out one index card per student. (Hint: use two different colored index cards and assign each novel a color. Give students corresponding color index card and this will make sorting/grading easier.) Teacher displays reading quiz questions (See Appendix O) on doc cam. Students write their names on the index cards and number their answers. Teacher collects cards when students have finished.

20 minutes:

In groups, students take turns to share observations they made about the assigned reading through their role's perspective and discuss the combined impact. Teacher circulates to assist as needed and ensure students are on task. Teacher distributes one set of worksheets (See Appendix P) to each group. Students make note of new role for homework that night. Teacher collects previous night's Lit Circle Role Sheets.

23 minutes:

Teacher introduces activity by talking about how mythological terms are common in contemporary society. For example, an odyssey is the word for a long journey, but it's also a model name for a car. Teacher distributes It Came from Myth worksheet (See Appendix T) and explains how students should fill it out. Working in small groups, students can use print or online sources to fill in as many blanks as possible. Most words can be found in the Dictionary. Some

online resources the teacher should recommend include: EDSITEment The Perseus Digital Library and EDSITEment The Internet Public Library. Teacher circulates to make sure students are on task, on appropriate, recommended websites, and answer questions.

Homework:

Read *OMG* Chapter 9 or *LT* Chapter 17-18.

Day 17: Silent Reading (Tuesday)

2 minutes:

Attendance/Housekeeping

5 minutes:

Ask students to clear their desks and pass out one index card per student. (Hint: use two different colored index cards and assign each novel a color. Give students corresponding color index card and this will make sorting/grading easier.) Teacher displays reading quiz questions (See Appendix O) on doc cam. Students write their names on the index cards and number their answers. Teacher collects cards when students have finished.

23 minutes:

Students silently read *OMG* Chapter 10 or *LT* Chapters 19-20. Students continue to fill out role worksheet.

20 minutes:

In groups, students take turns to share observations they made about the assigned reading through their role's perspective and discuss the combined impact. Teacher circulates to assist as needed and ensure students are on task. No role sheets tonight. Students have had a chance to perform each role. Teacher collects previous night's Lit Circle Role Sheets.

Homework:

Finish books. Read *OMG* Chapter 11 & Epilogue or *LT* Chapter 21-22.

Day 18: Socratic Seminar (Wednesday)

2 minutes:

Attendance/Housekeeping

5 minutes:

Ask students to clear their desks and pass out one index card per student. (Hint: use two different colored index cards and assign each novel a color. Give students corresponding color index card and this will make sorting/grading easier.) Teacher displays reading quiz questions (See Appendix O) on doc cam. Students write their names on the index cards and number their answers. Teacher collects cards when students have finished.

10 minutes:

In groups, students take turns to share observations they made about the assigned reading through their role's perspective and discuss the combined impact. Teacher circulates to assist as needed and ensure students are on task. If discussions are short, teacher can transition into next activity and spend more time in the Socratic Seminar.

30 minutes:

Students move desks into one large circle for a Socratic seminar. Teacher moderates. In whole-group, class discusses how the epic relates to modern day. Students may use anything they have read, seen, learned about thus far for the discussion.

3 minutes:

Students move desks back into groups.

Homework:

None

Day 19: Introduce Project (Thursday)

2 minutes:

Attendance/Housekeeping

10 minutes:

Anticipatory set: show example music videos for culminating project (Tik Tok – Hunger Games and Last Friday/The Last Ten Years – Harry Potter.)

20 minutes:

Pass out instructions for final project (See Appendix U) and rubric (See Appendix V.) Give directions and review expectations with class. Review rubric. Answer student questions as necessary.

3 minutes:

Teacher plays Family Guy Star Wars Parody clip.

15 minutes:

Teacher asks students to define parody. Teacher fills in gaps in student knowledge to be sure students know a parody mocks or comments on an original work through imitation and humor. Teacher informs students that they may choose to make their music video a parody of their novel, but emphasizes that they should not get lost in the parody. They still need to meet the requirements and focus on content. If parody will help them comment on the book then it would be an appropriate choice for their group.

Homework: None

Day 20: Tying Up Loose Ends (Friday)

10 minutes:

Attendance/Housekeeping. Teacher should ask if students have any questions about the project or parody while class is in whole-group. If this time is not needed it may be applied to mini-lesson.

10 minutes:

Teacher briefly reviews brainstorming strategies and how students may want to get started. Mini-lesson includes: calling on students to suggest brainstorming strategies (i.e. cubing, free-writing, mapping, listing, etc.) Students may want to list out requirements, talk amongst themselves to determine strengths/weaknesses, assign areas of expertise to group members, work together on each aspect, etc.

25 minutes:

Students begin collaborating with group. Brainstorm, draft, etc. Teacher circulates to make sure students are on task and assist as needed.

5 minutes:

Closure: Exit slip. Students take out a piece of paper and individually write two ideas their group came up with on the front and any questions they still have (at least one) on the back. Teacher collects and will address during housekeeping the following day.

Homework: Outline rough draft due next class (Monday.) Individuals should perform what jobs they are assigned/responsible. Do research, gather materials, bring in resources, etc. Meet outside of class if group determines it necessary.

WEEK 5

Day 21: Work day (Monday)

10 minutes:

Attendance/Housekeeping. Teacher briefly reviews what students need to be working on. Teacher answers questions brought to her attention via exit slips.

35 minutes:

Students work in groups. Teacher circulates to make sure students are on task and assists as needed. Homework is looked over as teacher walks around and checked off using attendance or seating chart.

5 minutes:

Closure: Exit slip. Students take out a piece of paper and individually write who is in charge of what tasks on the front and any questions they still have (at least one) on the back. Teacher collects and will address during housekeeping the following day.

Homework: Individuals should perform what jobs they are assigned/responsible. Do research, gather materials, bring in resources, etc. Meet outside of class if group determines it necessary.

Day 22: Work Day (Tuesday)

10 minutes:

Attendance/Housekeeping. Teacher collects song lyrics. Teacher briefly reviews what students need to be working on. Teacher answers questions brought to her attention via exit slips.

35 minutes:

Students work in groups. Teacher circulates to make sure students are on task and assists as needed.

5 minutes:

Closure: Exit slip. Students take out a piece of paper and individually write progress their group has made (what step of the writing process) on the front and any questions they still have (at least one) on the back. Teacher collects and will address during housekeeping the following day.

Homework: Bring in lyrics to their song (with artist name) by next class (Wednesday.) All students are responsible for turning in a copy. Individuals should perform what jobs they are assigned/responsible. Drafting, revising, etc. Meet outside of class if group determines it necessary.

Day 24: Work Day (Wednesday)

10 minutes:

Attendance/Housekeeping. Teacher announces that the class will be meeting in the computer lab tomorrow. Teacher briefly reviews what students need to be working on. Teacher answers questions brought to her attention via exit slips.

35 minutes:

Students work in groups. Teacher circulates to make sure students are on task and assists as needed. Teacher reads each group's lyrics and provides feedback.

5 minutes:

Closure: Exit slip. Students take out a piece of paper and individually write areas they feel confident about on the front and areas they need more information on and why this is their weakest area(s) (at least one) on the back. Teacher collects and will address during housekeeping the following day.

Homework: Modify lyrics to song based on teacher feedback by next class (Thursday.) Individuals should perform what jobs they are assigned/responsible. Editing, proofreading, citing sources, etc. Meet outside of class if group determines it necessary.

Day 23: Check Point Day (Thursday)

*Class meets in the computer lab. Sign posted on classroom door.

2 minutes:

Attendance/Housekeeping

10 minutes:

Clarify questions addressed via previous day's exit slips and give floor to students for general questions.

10 minutes:

Review rubric to be sure students are meeting all requirements. Answer questions as needed. Teacher provides students with an idea of where groups should be (ready to start recording.)

28 minutes:

Groups record songs or continue working. Teacher circulates to make sure students are on task and assist as needed.

Homework: Individuals should perform what jobs they are assigned/responsible. Finalizing project. Meet outside of class if group determines it necessary.

Day 25: Final Work Day (Friday)

10 minutes:

Attendance/Housekeeping. Teacher addresses areas students expressed concern in by answering questions and providing resources/strategies students may use.

40 minutes:

Students work in groups. Teacher circulates to make sure students are on task and assists as needed. Students submit projects at the end of class. Students will lose ten points from the project's overall grade for every day it is not turned in.

Homework: Have a good weekend.

WEEK 6

Day 26: First Presentation Day (Monday)

2 minutes:

Attendance/Housekeeping. Some groups will present today, some will present tomorrow.

8 minutes:

Teacher passes out group evaluation forms and students rate their group members. Teacher collects evaluations. Teacher instructs class that volunteers will go first, if no one volunteers then she will call on groups to present. Students start their presentations, but no introduction is

necessary. Teacher informs students that participation still counts today and students will lose points if they are off task. Good audience members are watching videos, listening, paying attention, etc.

40 minutes:
Students present.

Homework: None

Day 27: Second Presentation Day (Tuesday)

2 minutes:
Attendance/Housekeeping. Remind students to be good audience members.

48 minutes:
Remainder of groups present.

Homework: None

Accommodations

General:

- Teacher relays information in as many modes as possible (speaking/displaying instructions)
- Teacher repeats directions as needed
- Teacher frequently asks if students have any unanswered questions.
- Teacher allows more time if needed
- Teacher provides extra materials as needed
- Small group collaboration
- Whole group collaboration
- Provide additional readings on class website for students who are interested to learn more or who finish early

Basic:

- Students who are visually impaired seated in front rows. Depending on severity of impairment, copies of handouts with enlarged text are given to students.
- Students who are LEP are seated next to students who are high-achieving; collaboration is permitted/encouraged.
- Seating is provided for aides near the students whom they are assisting.

Severe:

- Students in wheelchair are seated near the front of the class for easy access to seating with wide enough rows for them to navigate.

- A table is moved into their seating space for students with physical impairment before class begins to provide them with appropriate leg room.
- Students in wheelchair are permitted to leave class five minutes early to navigate the hall to their next class or go home at the end of the day.
- Students with ADHD/autism are seated in high traffic areas so they may easily be helped.

APPENDIX OVERVIEW:

A.....	Hero Epic Cycle Worksheet
B.....	Literature Circle Sign Up
C.....	Archetype Visual Aid
D.....	Archetype Slips
E.....	Constellation Myth Worksheet
F.....	Rubric Constellation Myth
G.....	Premade Slips and Groupings
H.....	Theseus Skit Checklist
I.....	Demeter Comic Poster
J.....	Missing Worksheet
K.....	Images Bernini's "Rape of Proserpina" Sculpture
L.....	Image Child's "The Rape of Persphone" Painting
M.....	Image Bunny's "The Rape of Persephone" Painting
N.....	Poetry Packets
O.....	Reading Quiz Questions & Answers
P.....	Literature Circle Role Sheets
Q.....	Possible Layouts
R.....	"Landscape with the Fall of Icarus" Poem
S.....	Image "Landscape with the Fall of Icarus" Painting
T.....	It Came from Myth Worksheet
U.....	Music Video Project Instructions
V.....	Music Video Project Rubric
W.....	Group Evaluation

APPENDIX A

THE HERO EPIC CYCLE

Element	Movie Examples	<i>The Odyssey</i> Examples	<i>Oh.My.Gods.</i> or <i>The Lightning Thief</i> Examples
The main character is a hero, who often possesses supernatural abilities or qualities	<p>Frodo Baggins - He is unexpectedly brave for a hobbit.</p> <p>Dorothy Gale - She is unexpectedly brave for a young girl.</p> <p>Luke Skywalker – He learns to harness the Force for good.</p> <p>Indiana Jones – He is strong, brave, cunning, and intelligent.</p>		
The hero is charged with a quest	<p>Lord of the Rings – Take the ring to be destroyed before the world as he knows it ends.</p> <p>The Wizard of Oz – Get back home to Kansas.</p> <p>Star Wars – Conquer the dark side of the Force so the galaxy won't be destroyed.</p> <p>Indiana Jones – Escape the Temple of Doom with the Sankara stones; save the children who have been taken from their village.</p>		
The hero is tested, often to prove the worthiness of himself (or herself) and his/her quest	<p>LotR – Escaping the Ring Wraiths, Orcs, Uruk-Hai, Gollum, etc.</p> <p>Oz – Repeatedly by the Wicked Witch</p> <p>Star Wars – Jabba the Hut, the stormtroopers, Medusa, Mordred</p> <p>Indiana – Mola Ram, the leader of the cult, wants to rule world with the five Sankara Stones; Indy must defeat him.</p>		
The presence of numerous mythical beings and/or helpful human	<p>LotR – Hobbits, Elves, Dwarves, Orcs, Ents, etc.</p> <p>Oz – Witch, flying monkeys, etc.</p>		

companions	<p>Star Wars – Ewoks, Yoda, C3PO, and R2-D2</p> <p>Indiana – Willie and Short Round</p>		
The hero's travels take him/her to a supernatural world, often one that normal human beings are barred from entering	<p>LotR – Middle Earth</p> <p>Oz – Munchkinland, the Haunted Forest, the Land of Oz</p> <p>Star Wars – the Galaxy and its many planets</p> <p>Indiana – the Temple of Doom and its underground</p>		
The cycle must reach a low point where the hero nearly gives up his quest or appears defeated	<p>LotR – the fellowship splits up, Frodo almost gives the ring the Ring Wraith, Samwise has to carry Frodo the last stretch, etc.</p> <p>Oz – Dorothy is caught by the Wicked Witch of the West.</p> <p>Star Wars – Luke is caught in the trash compactor, Han Solo is turned to stone.</p> <p>Indiana – Indy is given a potion that puts him in a trance.</p>		
Resurrection	<p>LotR – The group reconvenes; the king is returned to his throne.</p> <p>Oz – The Scare Crow, the Tin Man, and the Cowardly Lion rescue Dorothy from the Witch's castle.</p> <p>Star Wars – Luke is saved multiple times by his friends; he gets a new hand when Darth Vader cuts it off.</p> <p>Indiana – Indy, Willie, and Short Round escape the Temple of Doom in a mine cart.</p>		
Restitution	<p>LotR – The ring is destroyed and Middle Earth starts to rebuild itself.</p> <p>Oz – Dorothy returns home to her family.</p> <p>Star Wars – Darth Vader dies; the Death Star is destroyed.</p> <p>Indiana – Mola Ram is defeated, and the three heroes safely return to the Indian village with the children and the stone.</p>		

APPENDIX B

LITERATURE CIRCLE SIGN UP

Oh.My.Gods by Tera Lynn**Childs**

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**The Lightning Thief by Rick
Roidan**

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APPENDIX D

ARCHETYPE SLIPS

Fill in the blank slips with your own ideas, print, and cut along the lines.

Aladdin	Frankenstein	Harry Potter	Helen of Troy	Sirens from <i>The Odyssey</i>
Shrek	Cat Woman	Bugs Bunny	Hancock	The Grinch
Ariel from <i>the Little Mermaid</i>	Jiminy Cricket from <i>Pinocchio</i>	Aphrodite from <i>Mythology</i>	Katniss Everdeen from <i>The Hunger Games</i>	Huck Finn from <i>The Adventures of Huck Finn</i>
Demeter from <i>Mythology</i>	Snow White	Mr. Miagi from <i>The Karate Kid</i>	Neo from <i>The Matrix</i>	Lex Luther from <i>Superman</i>
Cruella De Vil from <i>101 Dalmations</i>	Hercules from <i>Mythology</i>	Gollum from <i>Lord of the Rings</i>	Cheshire Cat from <i>Alice in Wonderland</i>	Aang from <i>Avatar</i>
Gaia from <i>Mythology</i>	Captain Jack Sparrow from <i>Pirates</i>	Hiccup from <i>How to Train Your Dragon</i>	The Joker from <i>Batman</i>	Romeo from <i>Romeo and Juliet</i>
Mother Gothel from <i>Tangled</i>	Scar from <i>The Lion King</i>	Cady Herrin from <i>Mean Girls</i>	Ron Weasley from <i>Harry Potter</i>	Obi Wan-Kenobi from <i>Star Wars</i>
Persephone from <i>Mythology</i>	Merlin from <i>King Arthur</i>	Bella Swan from <i>Twilight</i>	Voldemort from <i>Harry Potter</i>	Sarah Connor from <i>the Terminator</i>
Dorothy from <i>Wizard of Oz</i>	Aslan from <i>The Chronicles of Narnia</i>	Mumble from <i>Happyfeet</i>	Merry and Pippin from <i>Lord of the Rings</i>	Dr. Gregory House from <i>House</i>
Mulan	Glinda the good witch from <i>Wizard of Oz</i>	Flynn Rider from <i>Tangled</i>	Leia from <i>Star Wars</i>	The Old Woman in the Shoe from <i>nursery rhyme</i>

APPENDIX E

Name _____ HR _____ Date _____

Myth Rough Draft - due on: _____
by Liz Belasic

Heading:

First and Last name top left

Date Top Right

Skip one line

Center – Title of Myth

Skip 2 lines

Body of Myth

Myth is typed in the following format:

Font: 12 pt Times New Roman

Line Spacing: 1 ½

Margins: 1 inch

Not to exceed 2 pages

Myth Requirements: Be sure to answer these questions:

What is the purpose of your myth? (to explain natural phenomena, to explain the creation of the world, to teach people moral lessons, to explain some historical event, to explain some ancient religious practices, to reveal the common hopes and fears of mankind)

Main Character's name and purpose:

List the Gods, Goddesses, Demi-Gods and Mortals in your story and what their role in the story is.

Why was your constellation placed in the sky?

Why is the constellation visible during that time of the year? Why did you place it where you did?

What is the meaning of the name for your brightest star?

Other notes:

APPENDIX F

Constellation Myth Checklist

Format:

- [] Name (top left)**
- [] Date (top right)**
- [] Title (centered)**
- [] Skip a line**
- [] Body**
- [] Paragraphs (indented)**

Content:

- [] Establish myth's purpose**
- [] Name main character**
- [] Story includes mythological beings (gods, goddesses, heroes, etc.)**
- [] Mythological beings fulfill a purpose**
- [] Justification for constellation**
- [] Constellation (Sketch/Clip Art)**
- [] Constellation (Star Map)**

Mechanics:

- [] Correct Spelling**
- [] Correct Grammar**

Total: _____ **Student's Name:** _____

APPENDIX G

Premade slips and groupings for a class of 20 students. Just print and cut along the lines.

I-II (1-2)	III – IV (3-4)	V-VI (5-6)	VII-IX (7-9)
X-XII (10-12)	XIII-XV (13-15)	VI-VII (16-17)	XVIII – XIX (18-19)
XX-XXI (20-21)	XXII (22)	XXIII (23)	XXIV (24)
XXV (25)	XXVI (26)	XXVII (27)	XXVIII-XXIX (28-29)
XXX-XXXI (30-31)	XXXII (32)	XXXIII-XXXIV (33-34)	XXXV (35)

Group Breakdown

Group 1: Sections 1-9

Group 2: Sections 10-17

Group 3: Sections 18-27

Group 4: Sections 28-35

APPENDIX H

THESEUS SKIT CHECKLIST

Content:

☐ Appropriate language

☐ Depict main events from section

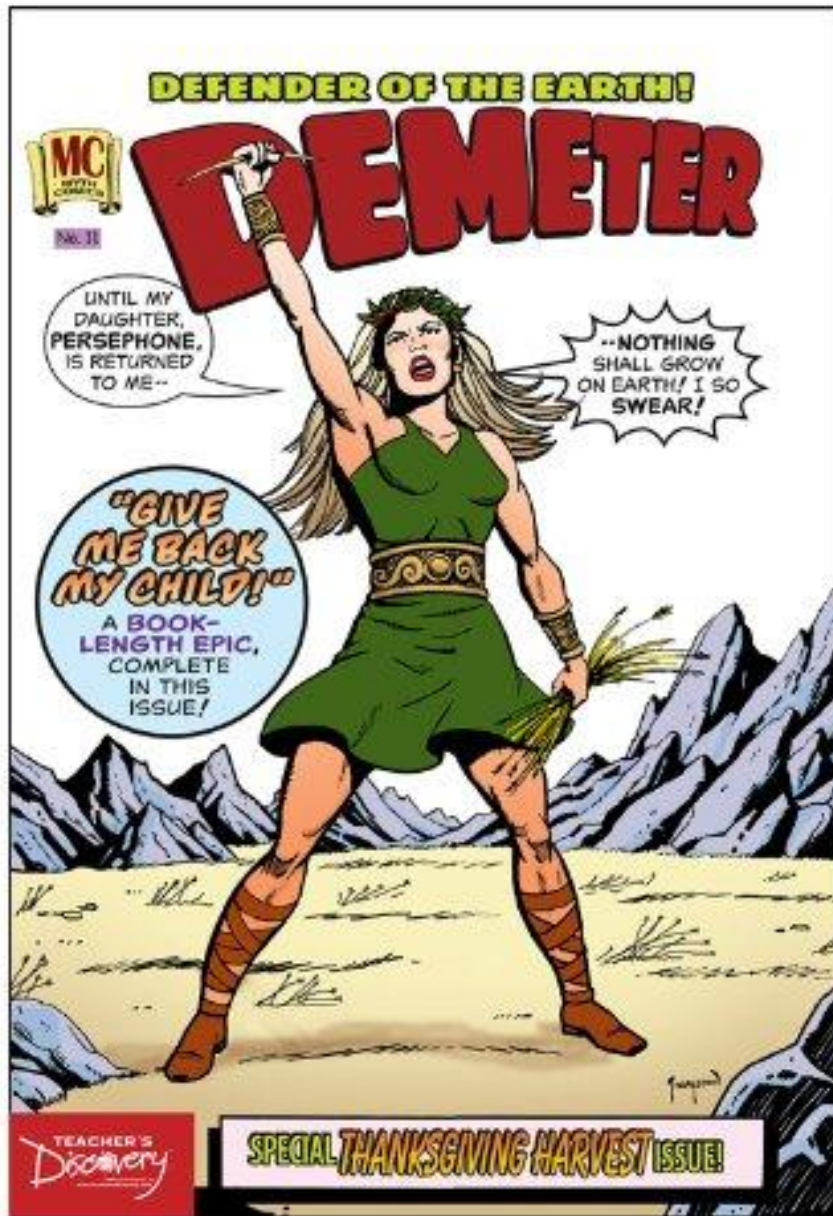
Performance:

☐ Appropriate actions/gestures

☐ Every member participated

Total: _____ Group Members: _____

APPENDIX I

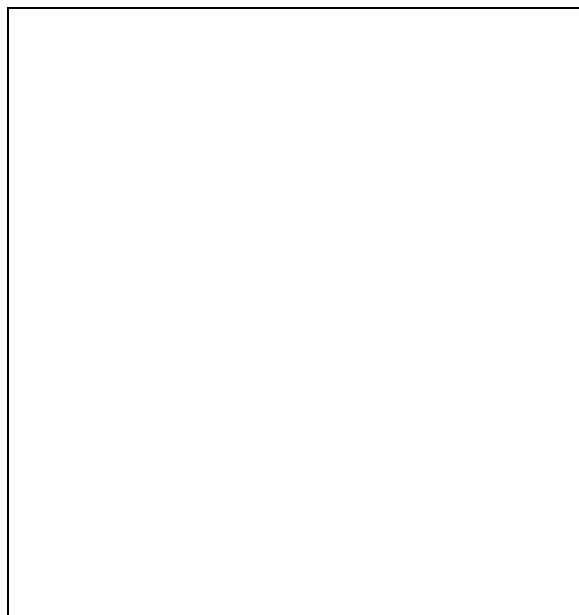


DEMETER'S ROMAN NAME IS CERES

APPENDIX J

MISSING

In the space provided draw a picture of Persephone. Your sketch should include necessary details. Fill in the basic information in the space provided. You may be creative, but you should be able to support your choices.



Name: _____

Eye Color: _____

Hair Color: _____

Missing Since: _____

Missing From: _____

Additional Details: _____

Answer the following questions using Ovid's *Metamorphoses*.

1. Describe what Demeter/Persephone's myth explains.

2. What is Demeter's archetype? Provide examples to support your answer.

3. What is Persephone's archetype? Provide examples to support your answer.

4. Who is the heroine of this myth? _____

5. List and describe the events that take place in this myth that make up the heroic epic cycle. _____

APPENDIX K

Gian Lorenzo Bernini: “The Rape of Proserpina” c. 1621-22







APPENDIX L

James Childs: "The Rape of Persephone" c. 2002



APPENDIX M**Rupert Bunny: "The Rape of Persephone" c. 1913**

APPENDIX N

Artist: Loreena McKennitt

Title: Penelope's Song

Album: An Ancient Muse

Now that the time has come
Soon gone is the day
There upon some distant shore
You'll hear me say

Long as the day in the summer time
Deep as the wine dark sea
I'll keep your heart with mine.
Till you come to me.

There like a bird I'd fly
High through the air
Reaching for the sun's full rays
Only to find you there

And in the night when our dreams are still
Or when the wind calls free
I'll keep your heart with mine
Till you come to me

Now that the time has come
Soon gone is the day
There upon some distant shore
You'll hear me say

Long as the day in the summer time
Deep as the wine dark sea
I'll keep your heart with mine.
Till you come to me

PENELOPE SAYS**By: Katerina Anghelaki-Rooke****Translated by: Karen Van Dyck**

*And your absence teaches me
what art could not*

—Daniel Weissbort

I wasn't weaving, I wasn't knitting
I was writing something
erasing and being erased
under the weight of the word
because perfect expression is blocked
when the inside is pressured by pain.
And while absence is the theme of my life
—absence from life—
tears and the natural suffering
of the deprived body
appear on the page.

I erase, I tear up, I stifle
the living cries
"Where are you, come, I'm waiting for you
Each day
I passionately forget you
that you may be washed of the sins
of fragrance and sweetness
and finally all clean
enter immortality.
It is a hard and thankless job.
My only reward is that I understand
in the end what human presence is
what absence is
or how the self functions
in such desolation, in so much time
how nothing can stop tomorrow
the body keeps remaking itself
rising and falling on the bed
as if axed down
sometimes sick, sometimes in love
hoping that what it loses in touch
it gains in essence.

this spring is not like other springs"
and I begin again in the morning
with new birds and white sheets
drying in the sun.
You will never be here
to water the flowers
the old ceiling dripping
under the weight of the rain
with my personality
dissolving into yours
quietly, autumn-like...
Your choice heart
—choice because I have chosen it—
will always be elsewhere
and I will cut
with words
the threads that bind me
to the particular man
I long for
until Odysseus becomes the symbol of
Nostalgia
sailing the seas of every mind.

**[Like the very gods in my sight is he]
by Sappho of Lesbos
translated by Richmond Lattimore**

Like the very gods in my sight is he who
sits where he can look in your eyes, who listens
close to you, to hear the soft voice, its sweetness
murmur in love and

laughter, all for him. But it breaks my spirit;
underneath my breast all the heart is shaken.
Let me only glance where you are, the voice dies,
I can say nothing,

but my lips are stricken to silence, underneath
my skin the tenuous flame suffuses;
nothing shows in front of my eyes, my ears are
muted in thunder.

And the sweat breaks running upon me, fever
shakes my body, paler I turn than grass is;
I can feel that I have been changed, I feel that
death has come near me.

**[Some there are who say that the fairest thing seen]
by Sappho of Lesbos
translated by Richmond Lattimore**

Some there are who say that the fairest thing seen
on the black earth is an array of horsemen;
some, men marching; some would say ships; but I say
she whom one loves best

is the loveliest. Light were the work to make this
plain to all, since she, who surpassed in beauty
all mortality, Helen, once forsaking
her lordly husband,

fled away to Troy-land across the water.
Not the thought of child nor beloved parents
was remembered, after the Queen of Cyprus
won her at first sight.

Since young brides have hearts that can be persuaded
easily, light things, palpitant to passion
as am I, remembering Anaktoria
who has gone from me

and whose lovely walk and the shining pallor
of her face I would rather see before my
eyes than Lydia's chariots in all their glory
armored for battle.

APPENDIX O

Reading Quiz Questions & Accepted Answers

Quiz 1:

1. What is the main character's first and last name?
2. What is the main character's special ability?
3. What mythological beings have been introduced thus far?

Question	OMG	LT
1.	Phoebe/Phoebola Castro	Percy Jackson
2.	Speed, Fast Runner, Doesn't Fatigue	Move/Manipulate Water
3.	Descendants of the gods, demi-gods	Fates, Furies, Minotaur (bull-man,) Satyr (Grover the goat,)

Quiz 2:

1. What is the name of the main character's sidekick?
2. Define the one of the terms used in your novel.
 - a. Ambrosia
 - b. Nothos
 - c. Kako
3. Who is a descendant of Ares?

Question	OMG	LT
1.	Nicole	Grover (Underwood)
2.	Nothos: the normal one; Kako: slang for not a descendant	Ambrosia: nectar, food of the gods
3.	Athletic set, Griffin (Blake)	Clarisse

Quiz 3:

1. How has the main character been tested?

Question	OMG	LT
1.	Try out for track; shoe laces tied together, but	Minotaur attack, bullied by Clarisse, sword

	blackmailing Griffin instead of giving up, keeping grades up in difficult subjects at Petrolas	fighting, capture the flag
--	--	----------------------------

Quiz 4

1. What is the main character's call to action?
2. Correctly identify the quote from the novel you read.
 - a. "Who do you think is in a better position to know?' He scowls like he's confused. 'Why would you know--' 'Have *you* ever been to Mount Olympus?' He starts to shake his head. Then, all of a sudden, his eyes get real wide and his mouth drops open."
 - b. "The entrance to the underworld is in Los Angeles"

Question	OMG	LT
1.	Moving to Seropula and surviving high school at Petrolas	The prophecy; retrieving the stolen items
	A	B

Quiz 5

1. Identify the quote from your novel.

- a. *"barter with me. I will give you what you want"*
- b. "you want to get off this island so bad you're willing to make a deal with a gorgon?"

Question	OMG	LT
1.	B	A

Quiz 6

1. What was taken from Olympus?

Questions	OMG	LT
1.	Infant; he can never be immortal now	<ul style="list-style-type: none"> • Hade's helm of darkness, and

		Zeus's master lightning bolt
--	--	------------------------------

Quiz 7

What god/goddess is the main character related to?

Questions	OMG	LT
1.	Nike	Poseidon

APPENDIX P**Awesome Artist**

The Awesome Artist draws a picture that represents a part of the book or chapter. You may draw something that represents:

setting

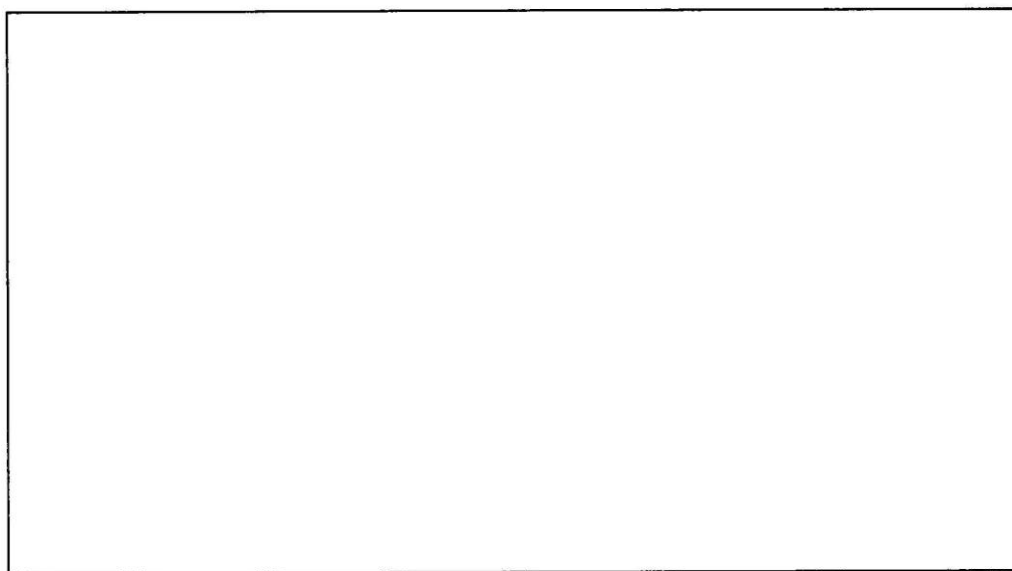
conflict

prediction

character

solution

an interesting event



Caption:

Clever Connector



The Clever Connector is responsible for making connections about the story or the chapter.

Text to self: I relate to the story because.....
I felt like the character when.....
I could understand when....

Text to text: The character/setting/problem/theme/illustrations
reminds me another book.

Text to world: This reminds me of

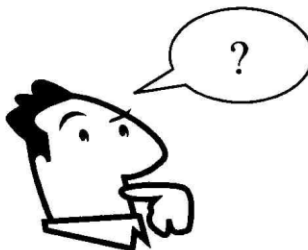
Connections:

1. _____

2. _____

3. _____

Quick Questioner



The Quick Questioner is responsible for asking questions related to the assigned reading. Questions may start with the following prompts:

Suppose....

What would happen if....

I wonder....

Why did....

What caused....

How....

What might....

If....

Questions:

1. _____

2. _____

3. _____

Super Summarizer



The Super Summarizer retells the main events of the story or chapter. Remember to use complete sentences and check for spelling and grammar.

The main events in sequential order are:

1. _____

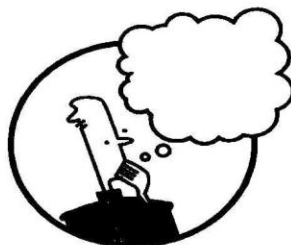
2. _____

3. _____

4. _____

5. _____

Vivid Visualizer



The Vivid Visualizer brings the story to life by recording the images visualized during the reading. The author's word choice helps the reader visualize the reading through the senses. Responses may start with the following prompts:

I visualized....

I could picture....

I imagined....

In my mind I could see....

I could feel....

I could hear....

I could smell....

I could taste....

Visualizations:

1. _____

2. _____

3. _____

Word Wizard



The Word Wizard notices the word choice used by the author.
You may recognize words that are:

Funny

Different

Descriptive

Emotional

Interesting

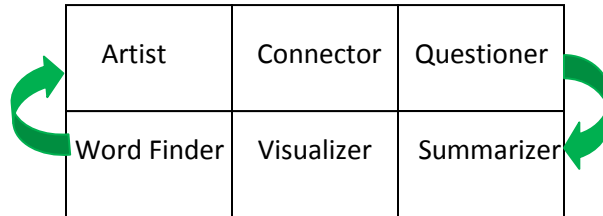
Unknown

Record the word, the page number, and the reason for choosing the particular word. If the meaning is unknown, please look up the definition in the dictionary.

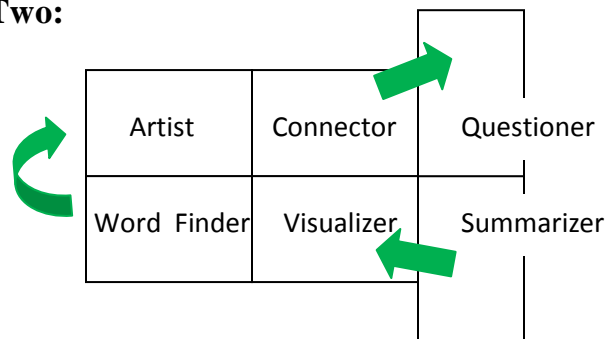
Word	Page No.	I chose this word because...

APPENDIX Q

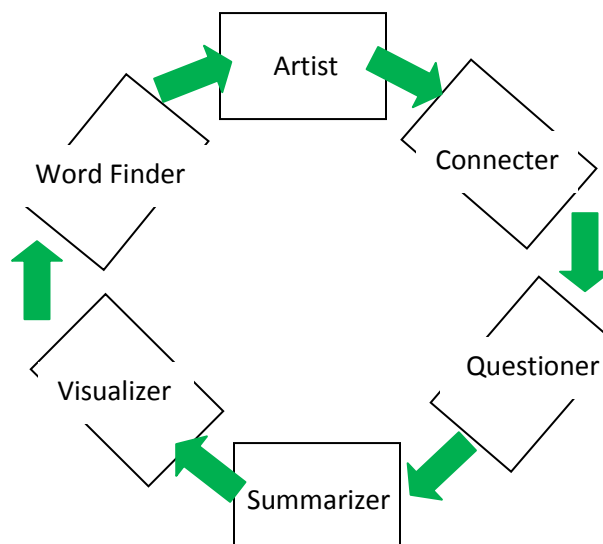
Possible Layout One:



Possible Layout Two:



Possible Layout Three:



APPENDIX R

The Fall of Icarus

By: William Carlos Williams

According to Brueghel
when Icarus fell
it was spring

a farmer was ploughing
his field
the whole pageantry

of the year was
awake tingling
near

the edge of the sea
concerned
with itself

sweating in the sun
that melted
the wings' wax

unsignificantly
off the coast
there was

a splash quite unnoticed
this was
Icarus drowning

APPENDIX S**Pieter Brueghel: Landscape with the Fall of Icarus c. 1558**

APPENDIX T

Name: _____

It Came from Myth

Each of the terms originated from mythology and still used today. Use a dictionary to fill in the rest of the chart. Be sure to answer all 16 questions. The chart continues on the other side

Term From Mythology	Use Today	About the Mythological Character	Why does the term fit?
1. Amazon			
2. Arcadia			
3. Atlas			
4. Calliope			
5. Chaos			
6. Gemini			
7. Harpy			
8. Iris			
9. Nike			
10. Oracle			
11. Phoenix			

12. Psyche			
13. Python			
14. Sirens			
15. Styx			
16. Titans			

Modernizing the Epic Music Video Project

Requirements:

- You will be responsible for creating a music video based on their assigned reading (*Oh, My, Gods.* by Tera Lynn Childs or *The Lightning Thief* by Rick Riordan.)
- The project must include the main events that occurred over the course of the novel, paying special attention to include all elements of the heroic epic cycle.
- The music video must be at least two minutes long, but not exceed six minutes.
- You must use iMovie, Movie Maker or Photostory to create the video. Any other source must be approved by the teacher to ensure all your hard work will be able to be played when it's time to present.
- Everyone must be involved (on camera). You don't have to have lines, but everyone needs to actively participate.

Guidelines:

Selecting an appropriate song sets the entire tone for this project. The group should not pick a song arbitrarily. While including a song is required for the music video, you have some options.

#1 choose a song that lyrics already fit the content of their novel

#2 adapt an **instrumental/karoke version** of a song and put original lyrics to it

#3 compose the entire song (lyrics, rhythm, beat)


Suggestions to get started:

- Breathe
- You first need to outline what events they will pull from the novel.
- You need to make some stylistic choices.
 - Will the group be acting out scenes?
 - Will you take photos depicting events and including the stills?
 - Will you be serious or utilizing parody?
- While originality, creativity, and humor are all wonderful characteristics to possess, these aspects will not make up for projects that are lacking in content, inappropriate, or effort. You are encouraged to be expressive, but should not let creativity take precedence over demonstrating what you have learned.
- Have fun and as always, ask the teacher if you have any questions.
- Avoid waiting until the last minute. Group members might not all be available if you procrastinate.

APPENDIX V

Modernizing the Epic Music Video Project Rubric

Using a pre-existing song, adapt the lyrics to reflect events that took place in your group's book, and create a music video (using iMovie, MovieMaker or Photostory.)

 Music Video Project Enter rubric description				
	Excellent 20 pts	Good 15 pts	Fair 10 pts	Poor 5 pts
Content 20 % Amount of material from the literature incorporated into the final product	Excellent Most of the content in the music video is based on the text. This includes plot, characters with characterization, events, etc. (15 or more examples.)	Good Some of the content in the music video is based on the text. (10-14 examples.)	Fair Little of the content in the music video is based on the text. (5-9 examples.)	Poor Content from the text is lacking. (0-4 examples.)
Appropriateness 20 % Suitability of selected song and material covered in the video	Excellent Final product is very appropriate to both song and style chosen.	Good Final product is somewhat appropriate to both song and style chosen.	Fair Final product is appropriate to song chosen, but not to style used or vice versa.	Poor Final product is not appropriate to either song or style chosen.
Originality 20 % Approach for presenting the material	Excellent Product shows a large amount of original thought. Ideas are creative and inventive.	Good Product shows some original thought. Work shows new ideas and insights.	Fair Uses other people's ideas (giving them credit,) but there is little evidence of original thinking.	Poor Uses other people's ideas, but does not give them credit.
Time/Effort 20 % Quality reflects amount of work put into project	Excellent Class time was used highly effectively. Final product reflects much time went into planning and execution.	Good Class time was used effectively. Final product reflects students spent time planning and put effort into execution.	Fair Class time was rarely used. Final product shows some planning or effort in execution.	Poor Class time was not used effectively. Final product shows little to no effort in planning or execution.
Overall Quality 20 % Level of overall cohesiveness	Excellent Product displays a high level of cohesiveness.	Good Product displays a moderate level of cohesiveness.	Fair Product displays a low level of cohesiveness.	Poor Product displays little to no cohesiveness.

APPENDIX W

Group # _____ Period _____ Name: _____

Group Evaluation Form

Write group member's names in the blanks and write a percentage (0-100) you think that member contributed. Underneath each member's name write what components of the project they contributed. Be sure to grade yourself too.

Names:

Percentages:

1. _____

Work done:

2. _____

Work done:

3. _____

Work done:

4. _____

Work done:

5. _____

Work done:

6. _____

Work done:

Resources

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